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CWU Faculty Senate Minutes - 04/07/1993

Sue Tirotta

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CENTRAL WASHINGTON UNIVERSITY**FACULTY SENATE MEETING - April 7, 1993**

Presiding Officer: Barney Erickson
Recording Secretary: Sue Tirotta

Meeting was called to order at 3:10 p.m.

ROLL CALL

Senators: All Senators or their Alternates were present except Bowman, Hansen, Perkins, Relan and Wirth.
Visitors: Carolyn Wells, Kent Richards, Peggy Steward, Beverly Heckart, Jim Pappas, Anne Denman and Agnes Canedo.

CHANGES TO AGENDA

- Delete the report of the Faculty Grievance Committee (more information will be presented under the Chair's report).
- Rearrange the order of reports to deal with related subject matter concerning the budget: the Code Committee becomes report #3, after the President's report; the Budget Committee becomes report #4, after the Code Committee report; the Academic Affairs Committee becomes report #5.

APPROVAL OF MINUTES

*MOTION NO. 2900 Jim Ponzetti moved and Sidney Nesselroad seconded a motion to approve the minutes of the February 24, 1993, and March 10, 1993, Senate meetings as distributed. Motion passed.

COMMUNICATIONS

- 2/25/93 memo from Bill Barker, Academic Affairs Committee, regarding Anne Denman's 2/22/93 request concerning preemptory withdrawal policy. Referred to Executive Committee.
- 3/2/93 memo from Kris Henry, Academic Affairs Committee, regarding Roger Garrett's proposal for an additional degree requirement. Referred to Executive Committee.
- 3/2/93 memo from Dolores Osborn, Academic Affairs Committee, regarding proposed Semester Calendar. See Academic Affairs Committee report below.
- 3/4/93 letter from Ivory Nelson, President, requesting change in Faculty Code section 3.15.A.2. re. Faculty Senate - Membership. Referred to Code Committee
- 3/9/93 letter from Laura Appleton, Sociology, and Terry DeVietti, Psychology, requesting recommendations of Faculty Grievance Committee regarding Professional Leaves be distributed to Faculty Senate. See Chair's report below.
- 3/12/93 letter from Beverly Heckart, Chair-Code Committee, regarding Code Committee proposals. Referred to Executive Committee.

REPORTS**1. CHAIR**

-Chair Erickson reported that the Faculty Grievance Committee will soon distribute its findings and recommendations to all parties associated with the recent grievances regarding award of 1993-94 professional leaves. The Faculty Code [section 13.10.J.] requires Board of Trustees Chair Susan Gould to deliver her decision in this matter within 10 working days of receiving the recommendation of the Faculty Grievance Committee. In a March 9, 1993, letter to the Faculty Senate Chair, Laura Appleton and Terry DeVietti requested that the recommendations of the Grievance Committee be widely distributed to the faculty. Faculty Code section 12.25.B.6. states that:

The committee shall issue a written opinion embodying therein its findings and recommendations in any matter which comes before it. The opinion will be presented to the parties, the president of the university (or the chair of the Board of Trustees in the event the president is a party to the grievance) and to the chair of the Faculty Senate. It may be circulated more widely if in the judgment of the committee a matter of university-wide policy is involved.

The Grievance Committee [Jack Dugan, Sociology-CHAIR; Patrick O'Shaughnessy, Accounting; Peter Gries, Music] has decided to widely circulate its findings and recommendations in writing, and these will be mailed to all faculty members in the near future.

-The Faculty Opinion Survey of Administrators was mailed to all full-time faculty [term contract, tenure track and tenured] last week. Those faculty members who have not received a survey should contact the Faculty Senate Office (963-3231). Some

1. CHAIR, continued

concerns have been expressed regarding anonymity of those completing the survey and the confidentiality of their ratings and comments. Chair Erickson outlined the procedure for survey handling: The Faculty Senate secretary collects returned surveys daily from campus mail, checks each envelope for a validation signature, opens the envelopes and separates them from the answer sheets and comments. Individual responses cannot be traced to the return envelope in which they were received. The secretary sorts answer sheets and comment sheets by category and keeps them in a locked area with the empty envelopes. The Ad Hoc Committee, faculty and administrators do not know which faculty members responded to the survey. Return envelopes are shredded after the survey deadline date. After the April 23, 1993, deadline, all answer sheets will be optically scanned by the Testing Office staff, and numerical ratings will be tabulated and entered on the Ad Hoc Committee's report to the Faculty Senate. The Chair of the Ad Hoc Committee will collect all comment sheets from the Faculty Senate Office, and the Committee will review the comments for relevance to the administrators' job performance. The Committee transcribes all comments in order to eliminate the possibility of identifying a respondent by their handwriting. It then distributes the comments only to the administrator surveyed and to the individual or board to whom he or she reports. The original comment sheets are destroyed by the Committee Chair after a suitable period of time. All comments are hand-delivered and marked "confidential;" the comments regarding the President are sent to the Board of Trustees via Certified Mail and marked "Personal and Confidential."

-Chair Erickson warned that additional, "special" Faculty Senate meetings [Senate Bylaws section V.A.] may become necessary due to budgetary considerations and the possibility of layoffs. Regular Faculty Senate meetings for the remainder of the academic year are scheduled for May 5, May 19 and June 2, 1993. Governor Lowry and the State Senate have issued their biennial budget proposals, and the House proposal is anticipated in the near future. The regular legislative session is scheduled to close on April 25, but the Governor is empowered to call a special session which could resume immediately following the regular session or after a recess. This uncertain timeline makes it impossible to schedule "special" Faculty Senate meetings until after the state budget is finalized.

2. PRESIDENT

President Ivory Nelson complimented the Senate Curriculum Committee on its comprehensive proposal to simplify the university's curriculum approval process [see Curriculum Committee report below for more information].

The President reminded the Senate that during each biennium the state may submit a supplemental budget request. The Office of Financial Management (OFM) has submitted a 1991-93 supplemental budget which is still in the review and approval process. The OFM supplemental budget proposal requests a 3% cut in the 1991-93 allocation, and the legislature has modified this somewhat by requesting an additional 1% cut and a freeze on equipment purchasing. Included for consideration in Central's supplemental budget request for 1991-93 is \$140,000 for fire protection, and it is unknown if this will be funded. The President stated that he had planned for any funds the university saved during the 1991-93 biennium to be used for equipment and other purchases to mitigate the expected stringency of the 1993-95 biennium.

President Nelson distributed a copy of his April 6, 1993, memo to the campus community regarding 1993-95 university budget reductions. He pointed out that the budget reduction process will involve two phases in order to achieve necessary cuts. Phase one will consist of decisions based on the strategic plan which the university can implement immediately to save money beginning July 1, 1993. The second phase will include long range decisions which will come as a result of the continuous strategic planning effort. In preparation for phase one, Vice President for Business and Financial Affairs Courtney Jones has issued a budget call asking principal budget administrators to prepare a response to a possible 10% cut based on their strategic plans in their areas of responsibility while adhering to several guidelines: no across-the-board cuts; reduce administration without losing internal control or oversight capability; mitigate the effect on instruction; maximize service to students; maintain assessment; protect diversity; protect enrollment; combine programs and units wherever possible.

The President said he had received questions regarding how decision making for budget reductions will proceed in light of the stipulation that there be no across-the-board cuts. He responded that "what we want is everybody to prepare for the cuts

2. PRESIDENT, continued

and the recommendations to come forward to the director or dean; take the academic side; the respective dean is to look at the recommendations from the department, and it is possible that some departments will not get cut, and it is possible that some will." He cautioned that, dependent on the severity of the cuts, if a dean elects to make some phase one reductions by not filling positions, "once that happens, those positions are gone forever." The President added that areas that are not cut during phase one of reductions should not presume that they will remain unaffected by programmatic changes that may become necessary during phase two.

President Nelson reminded the faculty that the Senate Ways and Means Committee budget proposal requires \$3.6 million in efficiency cuts for Central but adds back \$2.8 million from new student enrollments. The President warned that, although simple arithmetic suggests a \$0.8 million net cut, the situation is more complex than that. He explained that budget legislation may require a report from Central by July 1, 1993, that details how the university will account for a \$3.6 million efficiency cut as well as a follow-up plan in November 1993 showing how cuts were made: "It may mean that, for example, you cut 'x' department a certain number of positions; when you add the money back, that money may not go to the positions that you cut out. It may go back to a department that didn't get any cuts, dependent upon what we emphasized are the most important things that we want to do." The President stressed that his office will keep the campus community apprised of the budget situation as it develops.

Senators asked the President to elaborate on the process of how cuts will be determined. The President stated that the process is underway now in the form of strategic planning, and the deans have been requested to put together their recommendations, based on information collected from departments, regarding where cuts can and should be made. He added that the deans will submit strategic plans for their academic areas to the Provost, and Special Assistant to the President Agnes Canedo noted that copies of this planning information will soon be made available at the Library Reference Desk. A Senator asked how the deans will decide where cuts will be made and if an appeal or feedback process regarding the deans' recommendations will be available. The President stated that he envisions an open budget hearing process regarding recommendations for cuts.

Chair Erickson noted that faculty layoff procedures are outlined in detail in the Faculty Code [sections 11.25 -- Layoff Policy; and 11.30 -- Financial Exigency - Procedures]: "If such financial exigency or need for staffing adjustment among programs occurs, the president of the university shall declare to the faculty, in written form or in public assembly, the causes that exist for layoff; and shall direct the provost and vice president for academic affairs and the Faculty Senate Executive Committee jointly to develop a layoff plan which will address the university's need to reduce the number of faculty members then employed or reallocate faculty positions among the units of the university." President Nelson stated that it is not expected that layoffs would be necessary during phase one of cuts.

In response to questions regarding why the Essential Requirements Level (ERL) figure varies in different budget proposals, the President replied that the ERL varies according to how it is calculated. For example, staff salary step increases were included in Central's ERL request but may be unfunded in the ERL figure calculated by the legislature. Senators asked how attrition and hiring freezes might be used to forestall layoffs. The President replied that the cuts cannot be covered solely through attrition, and Central must become much more efficient in its operations. He added that programmatic concerns may mean that hiring in some areas will proceed at the same time that layoffs are being pursued in other areas. In response to questions regarding what part administrative cuts might play in a \$3.5+ million efficiency reduction, the President responded that administrative cuts would be part of a plan for reduction, but the administration has tried to maintain flexibility in how cuts will be made by recommending against proviso language attached to such administrative cuts. The President cautioned that although there is a temptation to look to areas like the Physical Plant for quick reductions, Central's Physical Plant is extremely lean already; three electricians care for 30 miles of underground cable, 44 custodians cover 39,000 square feet apiece, and 7 groundskeepers care for 345 acres. The President concluded that Physical Plant cuts must be carefully considered because they have the potential to negatively affect instruction. He also warned that trying to save funds by inappropriate private contracting results in union grievances.

Senators remarked on the unlikelihood of faculty salary increases for the 1993-95 biennium, although a retroactive salary increase is theoretically possible. The President stated that he has no freedom to redistribute funds allocated by the

2. PRESIDENT, continued
state and concurred that revenue forecasts make any faculty salary increase highly improbable during the next biennium.

3. CODE COMMITTEE

Code Committee chair Beverly Heckart urged all faculty members to make themselves familiar with Faculty Code section 11.00 [Release of Contract and Termination]. She reiterated that the Faculty Code makes provision for input by the Faculty Senate as well as the faculty in general regarding layoffs. She stated that "In the event of either financial exigency or staffing adjustment -- the two are separate -- the Provost together with the Faculty Senate Executive Committee will develop a layoff plan according to the Code, which has to be presented to the Senate for review, and to which there can be objection."

Dr. Heckart reported that the Code Committee requested in November 1992 that the Provost and deans develop "units" and "seniority lists" within the academic departments. The deans sent copies of the 1982 unit lists to all departments for review and response. Provost Schliesman's office has recently finished compiling a draft seniority list for each department and has made these available to the deans, who should by now have their unit lists finalized. Dr. Heckart reminded faculty that "according to the Code, those units, and the seniority lists where those units are concerned, must be made public and must be made available to each and every faculty member." She exhorted faculty members who may not have been informed into which unit(s) they have been placed and what their order of seniority is in their unit(s) to immediately tell their department chair that "it is his or her legal responsibility to do that, and if your department chair does not do it, you must complain to the dean." She emphasized that it is vital to an orderly process and the future development of a layoff plan that faculty review the lists in a timely manner and immediately exercise their right to object if they feel they have been incorrectly ordered by unit or seniority.

The requisite five responses [Faculty Code section 1.15.D.4.] have been received in response to the recent Faculty Code hearing notice, and the hearing will be held on April 14, 1993, at 3:00 p.m. in SUB 204-205. In response to a question regarding the sexual harassment policy portion of the proposals, Dr. Heckart stated that she would place a copy of the Equal Employment Opportunity Compliance (EEOC) handbook at the Library Reference Desk for review prior to the hearing.

4. BUDGET COMMITTEE

Budget Committee Chair Barry Donahue reported that over the past several months the Budget Committee solicited suggestions from faculty regarding the university budget. He distributed a list of 24 suggestions for budgetary reductions compiled by the Budget Committee from the large amount of information it collected, and he asked for a response from the Faculty Senate. Dr. Donahue pointed out that some items on the list are more easily defended than others, but the Budget Committee tried to eliminate any suggestions that were totally unrealistic. He stated that these opinions represent the expressed views of the faculty, as represented by the Budget Committee, and are not necessarily endorsed by the individual members of the Senate Budget Committee. The Budget Committee attempted to research expenditures in each area, but information proved difficult to collect, and the Committee realizes that the background information presented may be inadequate or incomplete. Dr. Donahue explained that the Vice President for Business and Financial Affairs responded to the Budget Committee's request for information by stating that "it would not be cost effective in my view to make the effort to undertake the analysis you requested." The Athletic Director has promised to provide information requested by the Committee, but this has not yet been provided.

Dr. Donahue stressed that the Senate Ways and Means Committee budget proposal directs institutions to address the needs of students by (but not limited to) [d.] protecting undergraduate programs and support services and [h.] increasing efficiencies through administrative reductions.

Dr. Donahue outlined the 24 suggestions for budget reductions:
Teaching is the fundamental function of the university. When the university is in crisis, it is its teaching component which must be protected at all cost. The following list of items provides both general and specific suggestions for budgetary reductions that will allow the fundamental mission of the university to continue with only a modest loss in the academic

4. BUDGET COMMITTEE, continued

Integrity of the Institution:

1. Maintain existing academic programs;
2. Minimize future expenditures on administrative activities;
3. Substantial budgetary reductions can be made by cutting administrative personnel;

[Senators commented that the \$62,000 average salary quoted for administrators is misleading due to the wide range of salaries within this category and suggested that a median, rather than mean, figure would be more realistic. It was also noted that the 143 administrative positions in the 1993-95 biennial request are for two one-year contract periods; that is, 71.5 FTE administrators would be employed during each year.]

4. The Physical Plant budget should be cut to the maximum allowable by statute;

[Dr. Donahue stated that, in his experience, a university was not perceived to be in fiscal trouble until its appearance began to reflect hard times.]

5. The role of the Academic Advising Office should be more clearly defined with the intent of returning advising responsibilities to the faculty whenever possible;

6. The Football Program should be eliminated;

[Dr. Donahue noted that C.W.U. has the greatest number of sports teams in the state, with Athletics receiving \$204,500 of the approximately \$1 million in Services and Activities fees generated by students.]

7. The Sports Information Director position in University Relations should be eliminated and the function moved to the Athletic Director (with no increase in Athletic Director's staff);

8. The manipulation of information from the university for public consumption should cease;

9. Eliminate bureaucratic assistants;

10. Eliminate all self-promotional "newsletters;"

11. Cancel Commencement ceremonies;

[Registrar Carolyn Wells noted that, of the \$28,500 for funding Commencement, \$18,000 is allocated to printing degrees and diplomas.]

12. Eliminate the Access Program;

13. Eliminate Women's Resource Center;

14. Do not subsidize non-instructional services provided for students;

15. Eliminate unearned sabbaticals and "golden parachutes" for administrators when they return to teaching;

16. Eliminate non-academic travel;

17. Lobby the legislature for relief from the separation of capital and operating budgets;

18. Make the Library's operating hours 8:00 a.m. to 10:00 p.m.;

[Senators noted that recent attempts to cut back the Library's operating hours resulted in a high level of student discontent and generated a petition and protests.]

19. Eliminate remedial work;

20. Frozen faculty positions should have top priority when money is available;

21. Review Extended University Programs to determine which are highly self-support;

[A Senator reminded the faculty that EUP generates 10% of Central's student FTEs, while utilizing far less than 10% of the university's resources; two years ago, a \$2 million fund generated by EUP was utilized to bail out CLAS programs.]

22. The latest computing technology is not essential for most offices on campus;

23. Administrative computing functions should be analyzed for efficiency;

24. Reduce paper flow.

Senators stated that it is important to be sensitive to the university as a "community" of individuals and asked what the Budget Committee intended to do with its

4. BUDGET COMMITTEE, continued

recommendations. Dr. Donahue responded that the Budget Committee would meet with the Faculty Senate Chair and President Nelson on April 9 to discuss these recommendations. It would then discuss a plan of action with the Senate Executive Committee.

A Senator asked if the list had been compiled in a certain priority or sequence, and Dr. Donahue answered that this was not the case. He added that the Budget Committee is continuing to collect information and welcomes commentary on its list and additional suggestions for areas where budget reductions might be made.

Senators remarked that this list of suggestions could be perceived as "a compilation of random anger," and some expressed concern that the list suggests preserving faculty interests at any cost. Others commended the Budget Committee on their attempt to initiate discussion on specific budget reduction issues and stated that the administration has been reluctant to talk about details in this area. Since several items on the list would affect student services, it was suggested that student Senators poll their constituents and gather information regarding a student view of where budgetary reductions could be made.

5. ACADEMIC AFFAIRS COMMITTEE

*MOTION NO. 2901 Peter Burkholder moved that the Faculty Senate recommend that the strategic plan include detailed procedures for any substantial changes to the academic calendar.

RATIONALE: The semester calendar proposed by James Pappas was discussed at the February 8 and February 22 Academic Affairs Committee meetings:

1. Extensive curriculum revision will be required with any academic calendar changes. Procedures for handling such massive changes from the department level through the final approval process must be thoroughly developed.
2. With the exception of Washington State University, all state institutions --- community colleges as well as universities --- operate on the quarter calendar.
 - a. Even though a trend toward semester calendars does exist nationally, no such trend appears to be taking place in this state.
 - b. Since many of Central's students transfer from state community colleges, determining course equivalencies for transfer purposes will be made more difficult than is currently the case.
3. Even though changing to a semester calendar would result in one less registration each academic year at a cost savings, the cost of developing new registration procedures and software must be considered. Procedures and software have rather recently been developed to handle quarterly registration. The cost savings of two registrations a year as opposed to three must be weighed against the overall costs of moving to a new academic calendar.
4. In the long run, the academic benefit to students must be the major consideration when determining the academic calendar. If the benefits to students is no greater under one academic calendar than another, the time and money involved may not justify a change.
5. A cost analysis must be made PRIOR to determining the feasibility of changing the academic calendar. The cost of such a change and the length of time it will be before that cost will be recovered must be calculated. Since monies are scarce, any expenditures must be fully justified and documented.
6. The University must consider the impact of any academic calendar change on the Ellensburg community. University facilities are greatly used by the community during rodeo time; a change in the academic calendar may have an economic impact on the community.
7. Since many summer school students are returning teachers, consideration must be given these students when setting summer school dates regardless of the academic calendar followed.
8. The effect of a change in academic calendars on students who work during summer breaks in order to pay future schooling costs must also be considered.

Dr. Burkholder explained that the Academic Affairs Committee presented a generalized motion rather than one specifically referencing the semester/quarter calendar system so that procedures would be put in place to include all proposed changes in the academic calendar. Senators criticized the vagueness of the motion and questioned why the Academic Affairs Committee itself had not developed and presented

5. ACADEMIC AFFAIRS COMMITTEE, continued
the detailed procedures it proposes for the strategic plan. It was pointed out that the motion does not direct the Strategic Planning Committee or any other group to develop the specified procedures, and the Strategic Planning Committee reviews procedures submitted to it but should not be put in the position of creating such procedures.
- *MOTION NO. 2902 Charles McGehee moved and Edward Golden seconded a motion to return MOTION NO. 2901 to the Academic Affairs Committee for further deliberation and clarification. Motion passed.
6. CURRICULUM COMMITTEE
Curriculum Committee (FSCC) member Steve Olson reported that the FSCC distributed an April 5, 1993, memo to all deans, department chairs and program directors which outlines the new curriculum process and procedures. He asked that all faculty review the document, which includes a curriculum flow chart, curriculum change process and curriculum transmittal forms, and respond to the FSCC with any constructive criticism or concerns. Dr. Olson emphasized that the curriculum process outlined in the memo is considered a "test," and the FSCC plans ultimately to revise the Curriculum Planning and Procedure guide and bring it to the Faculty Senate for approval. He pointed out that under the new procedures the Faculty Senate will review only proposals for new programs, new options to existing programs, and course additions to existing programs that exceed the upper limit of credits.
7. PERSONNEL COMMITTEE
None
8. PUBLIC AFFAIRS COMMITTEE
Public Affairs Committee Chair Alan Taylor reported that the Committee is considering recruitment of a Faculty Legislative Representative (FLR) for 1993-94. He requested that those interested in the position contact him [963-1069] at his Communication Department office.

OLD BUSINESS
None

NEW BUSINESS
None

ADJOURNMENT
Meeting adjourned at 5:00 p.m.

* * * * * NEXT REGULAR FACULTY SENATE MEETING: May 5, 1993 * * * * *

FACULTY SENATE REGULAR MEETING
3:10 p.m., Wednesday, April 7, 1993
SUB 204-205

I. ROLL CALL

II. CHANGES TO AGENDA

III. APPROVAL OF MINUTES: February 24, 1993 and March 10, 1993

IV. COMMUNICATIONS

-2/25/93 memo from Bill Barker, Academic Affairs Committee, re. Anne Denman's 2/22/93 request re. preemptory withdrawal policy. Referred to Executive Committee.

-3/2/93 memo from Kris Henry, Academic Affairs Committee, re. Roger Garrett's proposal for an additional degree requirement. Referred to Executive Committee.

-3/2/93 memo from Dolores Osborn, Academic Affairs Committee, re. proposed Semester Calendar. See Academic Affairs Committee report below.

-3/4/93 letter from Ivory Nelson, President, requesting change in Faculty Code section 3.15.A.2. re. Faculty Senate - Membership. Referred to Code Committee

-3/9/93 letter from Laura Appleton, Sociology, and Terry DeVietti, Psychology, requesting recommendations of Faculty Grievance Committee re. Professional Leaves be distributed to Faculty Senate. See report #3 below.

-3/12/93 letter from Beverly Heckart, Chair-Code Committee, re. Code Committee proposals. Referred to Executive Committee.

V. REPORTS

1. **CHAIR**

2. **PRESIDENT**

3. **FACULTY GRIEVANCE COMMITTEE** (Jack Dugan, CHAIR)
-Faculty Grievances regarding Professional Leave

4. **ACADEMIC AFFAIRS COMMITTEE**
-Semester vs. Quarter Calendar (attached)

5. **BUDGET COMMITTEE**

6. **CODE COMMITTEE**
-NOTICE: Code Hearing, 3:00 p.m., Wednesday, April 14, SUB 204-205

7. **CURRICULUM COMMITTEE**

8. **PERSONNEL COMMITTEE**

9. **PUBLIC AFFAIRS COMMITTEE**

VI. OLD BUSINESS

VII. NEW BUSINESS

VIII. ADJOURNMENT

*** NEXT REGULAR FACULTY SENATE MEETING: May 5, 1993 ***

4. ACADEMIC AFFAIRS COMMITTEE

MOTION: The Faculty Senate recommends that the strategic plan include detailed procedures for any possible changes to the academic calendar.

RATIONALE: The semester calendar proposed by James Pappas was discussed at the February 8 and February 22 Academic Affairs Committee meetings:

1. Extensive curriculum revision will be required with any academic calendar changes. Procedures for handling such massive changes from the department level through the final approval process must be thoroughly developed.
2. With the exception of Washington State University, all state institutions --- community colleges as well as universities --- operate on the quarter calendar.
 - a. Even though a trend toward semester calendars does exist nationally, no such trend appears to be taking place in this state.
 - b. Since many of Central's students transfer from state community colleges, determining course equivalencies for transfer purposes will be made more difficult than is currently the case.
3. Even though changing to a semester calendar would result in one less registration each academic year at a cost savings, the cost of developing new registration procedures and software must be considered. Procedures and software have rather recently been developed to handle quarterly registration. The cost savings of two registrations a year as opposed to three must be weighed against the overall costs of moving to a new academic calendar.
4. In the long run, the academic benefit to students must be the major consideration when determining the academic calendar. If the benefits to students is no greater under one academic calendar than another, the time and money involved may not justify a change.
5. A cost analysis must be made PRIOR to determining the feasibility of changing the academic calendar. The cost of such a change and the length of time it will be before that cost will be recovered must be calculated. Since monies are scarce, any expenditures must be fully justified and documented.
6. The University must consider the impact of any academic calendar change on the Ellensburg community. University facilities are greatly used by the community during rodeo time; a change in the academic calendar may have an economic impact on the community.
7. Since many summer school students are returning teachers, consideration must be given these students when setting summer school dates regardless of the academic calendar followed.
8. The effect of a change in academic calendars on students who work during summer breaks in order to pay future schooling costs must also be considered.

☒ Bruce BAGAMERY
☒ Linda BEATH
☐ Andrea BOWMAN
☒ John BRANGWIN
☒ Peter BURKHOLDER
☒ Robert CARBAUGH
☒ David CARNS
☒ Ken CORY
☒ Bobby CUMMINGS
☒ Barry DONAHUE
☒ Barney ERICKSON
☒ Ed GOLDEN
☒ Ken HAMMOND
☐ Russ HANSEN
☒ Kris HENRY
☒ Erlice KILLORN
☒ Charles MCGEHEE
☒ Deborah MEDLAR
☒ Ivory NELSON
☒ Sidney NESSELROAD
☒ Vince NETHERY
☒ Steve OLSON
☒ Patrick OWENS
☐ Rob PERKINS
☒ Jim PONZETTI
☒ Owen PRATZ
☒ Dan RAMSDELL
☐ Anju RELAN
☒ Don RINGE
☒ Dieter ROMBOY
☒ Sharon ROSELL
☒ Eric ROTH
☒ Stephanie STEIN
☒ Alan TAYLOR
☒ Thomas THELEN
☐ Rex WIRTH
☒ Thomas YEH
☐ Mark ZETTERBERG

☐ Hugh SPALL
☐ Dan FENNERTY
☐ Madalon LALLEY
☐ John UTZINGER
☐ David HEDRICK
☐ Walt KAMINSKI
☐ Margaret SAHLSTRAND
☐ George TOWN
☐ Ken GAMON
☐ Connie NOTT
☐ Morris UEBELACKER
☐ Michael OLIVERO
☐ Patricia MAGUIRE
☐ David KAUFMAN
☐ Gary HEESACKER
☐ Don SCHLIESMAN
☐ Andrew SPENCER
☐ Stephen JEFFERIES
☐ Cathy BERTELSON
☐ Ethan BERGMAN
☐ Jim GREEN
☐ Beverly HECKART
☐ Sylvia SEVERN
☐ Robert BENTLEY
☐ Stella MORENO
☐ Roger YU
☐ Geoffrey BOERS
☐ Stephen SCHEPMAN
☐ Robert GARRETT
☐ John CARR
☐ Jerry HOGAN
☒ Wesley VAN TASSEL

April 7, 1993

Date

VISITOR SIGN-IN SHEET

Carolyn Wells

Tamara Richards

Peggy Steward - University Relations

Beverly Hedgcock - Code Committee (History)

Jim Pappas

Anne Kenman

Please sign your name and return sheet to Faculty Senate secretary directly after the meeting. Thank you.

Central
Washington
University



Vice President for Business
and Financial Affairs

205 Mitchell
Ellensburg, Washington 98926-7500

(509) 963-2323
SCAN: 453-2323

April 28, 1993

RECEIVED

APR 30 1993

CWU FACULTY SENATE

**Ms. Susan Tirotta
Administrative Assistant
Faculty Senate
CWU
Campus**

Dear Ms. Tirotta:

Upon reading the minutes of the Senate at the point where there was discussion of my response to a request for twenty years of data, I became concerned that the reference to my memo lost something in the limited extraction from the complete original. Hence, for the Senate's information I have enclosed a copy of my full memorandum.

Sincerely,

**Courtney S. Jones
Vice President for Business &
Financial Affairs**

lc

cc: Barney Erickson, Chair

Central
Washington
University



Vice President for Business
and Financial Affairs
205 Mitchell
Ellensburg, Washington 98926-7500
(509) 963-2323
SCAN: 453-2323

March 23, 1993

TO: Professor Barry Donahue
Chair, Senate Budget Committee

FROM: Courtney S. Jones
Vice President for Business &
Financial Affairs

SUBJECT: REQUEST FOR INFORMATION

Regarding your request for information, I regret that I must inform you that the information is not reasonably available. As I believe you know we have very limited staff resources which at the present time are engaged in supporting the information needs of the legislative session including Fiscal Notes and the continuous budget related requests we receive, and it would not be cost effective in my view to make the effort to undertake the analysis you requested. Also, we have underway the strategic planning effort, the 1993-94 budget call, as well as the other on-going workload. We are devoting our available analytical resources to this planning and to the budget call analysis.

Moreover, institutional records retention requirements are six years which means data beyond six years are generally not available even assuming it were cost effective to dig them out. There would be other data availability problems as well. As a rule we don't track employee FTE counts outside position control within the current biennium, so that kind of information isn't in retrievable form beyond a couple of years. Even if it were there wouldn't be comparability from year to year because of changing position classifications, and for that matter, year-to-year comparability of fiscal data would also be a problem in the longer term due to changing account classifications over time. Also, when we get questions on athletics expenditures, Dr. Frederick has had to do an analysis in the past of the

Professor Donahue
March 23, 1993
page two

various individual's efforts, although a split may now be more readily available in the current fiscal year making an analysis easier than previously. You may wish to consult with Dr. Frederick to get the data you want on athletics for at least the recent past.

If nevertheless, you wish yourself to do an analysis of the kind you had in mind, I would suggest that you could make use of the Annual Financial reports which are on file at the library or in the Controller's Office (probably going back the twenty years for which you asked) for your analysis of expenditure data, but as I have said you would need to be cautious in drawing inferences from apparent year-to-year changes over periods of time beyond the scope of each report.

cc: Dr. Barney Erickson, Chair, Faculty Senate
Dr. Gary Frederick, Director of Athletics

Central
Washington
University



Office of the Provost and
Vice President for Academic Affairs

208B Bouillon
Ellensburg, Washington 98926

(509) 963-1400

February 22, 1993

(2/23/93-083.PRV)

Dr. Warren Street
Psychology Department
Campus

RECEIVED

FEB 26 1993

CWU FACULTY SENATE

Dear Warren:

Thank you for your letter of February 1, 1993, regarding professional leaves. There are several comments in your letter to which I want to respond.

First, the Deans' Council was not involved in making any recommendation regarding professional leaves. Rather, the group consisted of the three school/college deans and me.

Next, you charged that professional leaves were "awarded" based on insubstantial and unannounced criteria. The deans and I made a "recommendation" to the President, we did not "award" the leaves. The criteria are, for the most part, included in the Code, Section 9.15.A. Further, that section is not inclusive and does not restrict the use of other criteria. The very fact that the criteria in that section of the Code are different than the criteria identified for the committee to use, intends that they be used by others (Deans, Provost, President, Board of Trustees) in formulating recommendations and making decisions about professional leaves. The criteria we used were clearly substantial in our judgement, though they may have been without substance to you. The need to have as many faculty as possible available to teach courses next year is very real and very important.

You also charged that our decisions regarding the leave recommendations were "arbitrary" and "unprofessional." I believe you are incorrect on both counts. Our recommendation was based on considerable thought and judgement, not whim. There is nothing unprofessional about the Provost making recommendations to the President regarding professional leaves. Although the Code is silent as to the role of the Provost in this process, except in Section 9.35.A, I believe the Provost not only has the right, but a professional responsibility to make recommendation to the President regarding faculty involvement in development activities. What do you believe the role of the Provost to be?

4A

You are correct in stating that it is right to discuss with faculty the wisdom of changing the Code; I intend to make recommendations to the Faculty Senate regarding changes in the professional leave section of the Code. Those recommendations will include making the Provost's role more explicit and broaden the criteria used to evaluate applications for leave.

Sincerely,



Donald M. Schliesman
Interim Provost and
Vice President for Academic Affairs

/kb

c: Dr. Donald Cummings, Dean of CLAS
✓ Dr. Barney Erickson, Faculty Senate Chair
Dr. Raymond Riznyk, Chair, Research & Development Committee

TO: Barney Erickson, Chair
Faculty Senate
and Senate Executive Committee

RECEIVED

MAR 3 1993

GRD FACULTY SENATE

FROM: Bill Barker, Acting Recorder
Academic Affairs Committee WWB

RE: Anne Denman's January 29 letter suggesting changes in the preemptory
withdrawal policy.

DATE: February 25, 1993

The Academic Affairs Committee discussed Dr. Denman's proposal at the meeting of February 22, 1993. It is the recommendation of the committee that no changes be made in the withdrawal policy.

Rationale:

1. While the present withdrawal policy is far from perfect, it has been debated interminably by the Faculty Senate in the past and there seems to be no agreement among the faculty regarding preemptory withdrawals.
2. It would seem that the problem which concerns Dr. Denman could be reasonably handled even in the most strictly limited class by overenrolling by one or two students.
3. The University is facing a plethora of suggested changes at the present time and it seems like a poor time to suggest one more change in an area with a history of intense non-agreement.

copy: Dr. Anne Denman

4B

Central
Washington
University



Department of Anthropology
and Museum

Farrell Hall, Rm. 309
Ellensburg, Washington 98926

(509) 963-3201

RECEIVED

FEB 4 1993

CWU FACULTY SENATE

January 29, 1993

Dr. Barney Erickson, Chair
Faculty Senate
Campus

Dear Barney,

Our department would like to ask the Senate to consider recommending a possible change in the preemptory withdrawal policy, based on the trial experience with it. We feel that withdrawals affecting upper division classes should be more limited, either by eliminating preemptory withdrawals for junior or seniors entirely (they could of course still withdraw by permission), or by eliminating preemptory withdrawals from 300, 400 and 500 classes. We prefer the first option.

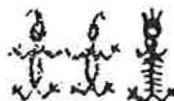
We have experienced the following situation in two classes now: enrollment in an upper division class was strictly limited by the seminar format of the class, and several qualified students did not gain entry. One of the students exercised a preemptory withdrawal after add-drop thereby depriving another potential enrollee of the chance to enroll in one of the limited number of advanced courses offered. In this situation, we feel the student should at least have to discuss withdrawal with the instructor; it is not unreasonable to expect that he or she would thus be made aware of its impact on other students and the class as a whole.

Thanks for considering this recommendation. Please let me know when it comes up for consideration.

Sincerely,

Anne S. Denman
Chair

cc: Deans Pappas, Cummings



RECEIVED

MAR 3 1993

CNU FACULTY SENATE

TO: Faculty Senate Executive Committee

FROM: Dolores J. Osborn, Chair *DO*
1992-93 Faculty Senate Academic Affairs Committee
For the Committee

DATE: March 2, 1993

SUBJECT: Semester Calendar

Discussion of the semester calendar proposed by James Pappas was discussed by the Committee at its February 8 and February 22 meetings. The following recommendation is the result of those discussions.

Recommendation:

The Academic Affairs Committee recommends that the strategic plan include detailed procedures for any possible changes to the academic calendar.

Rationale:

1. Extensive curriculum revision will be required with any academic calendar changes. Procedures for handling such massive changes from the department level through the final approval process must be thoroughly developed.
2. With the exception of Washington State University, all state institutions--community colleges as well as universities--operate on the quarter calendar.
 - a. Even though a trend toward semester calendars does exist nationally, no such trend appears to be taking place in this state.
 - b. Since many of Central's students transfer from state community colleges, determining course equivalencies for transfer purposes will be made more difficult than is currently the case.
3. Even though changing to a semester calendar would result in one less registration each academic year at a cost savings, the cost of developing new registration procedures and software must be considered. Procedures and software have rather recently been developed to handle quarterly registration. The cost savings of two registrations a year as opposed to three must be weighed against the overall costs of moving to a new academic calendar.

4C

Faculty Senate Executive Committee

Page 2

March 2, 1993

4. In the long run, the academic benefit to students must be the major consideration when determining the academic calendar. If the benefits to students is no greater under one academic calendar than another, the time and money involved may not justify a change.
5. A cost analysis must be made PRIOR TO determining the feasibility of changing the academic calendar. The cost of such a change and the length of time it will be before that cost will be recovered must be calculated. Since monies are scarce, any expenditures must be fully justified and documented.
6. The University must consider the impact of any academic calendar change on the Ellensburg community. University facilities are greatly used by the community during rodeo time; a change in the academic calendar may have an economic impact on the community.
7. Since many summer school students are returning teachers, consideration must be given these students when setting summer school dates regardless of the academic calendar followed.
8. The effect of a change in academic calendars on students' who work during summer breaks in order to pay future schooling costs must also be considered.

c Dr. James Pappas

Associated Students Central Washington University
SUB 106
Ellensburg, Washington 98926
(509) 963-1693

RECEIVED

MAR 3 1993

CWU FACULTY SENATE

TO: Faculty Senate Executive Committee

FROM: Kris Henry^{yk} Acting Secretary,
Academic Affairs Committee

DATE: March 2, 1993

SUBJECT: Letter sent to Professor Roger Garrett regarding his
proposal for an additional degree requirement.

Recently we discussed Roger Garrett's proposal for an additional degree requirement. A letter was sent to Professor Garrett about our discussions and observations from his letter. The following topic was discussed.

The Senate Academic Affairs Committee is starting to consider your proposal for an additional degree requirement. We have briefly looked over your proposal and have a few points we would like to suggest up to date. As you know, Don Cummings has proposed a few drafts of the reorganization of CLAS. In his latest draft (Strategic Plan, Feb. 1993, 1st page) he states a similar proposal that relates to yours. Possibly this might be comparable to what the intent is in your proposal. The Committee is generally in favor of an upper division in Liberal Arts requirements, however concerned with the number of credits (30) assigned for the full requirement.

If you need further information or have any questions please feel free to contact us.

KH.nn

4D



Central
Washington
University

Office of the President
Bouillon 208H
Ellensburg, Washington
98926-7500
(509) 963-2111

RECEIVED

MAR 9 1993

CWU FACULTY SENATE

March 4, 1993

Dr. Barney Erickson, Chair
Faculty Senate
Campus

Dear Barney:

I would like to make a change in the Faculty Code of Personnel Policy and Procedure, Section 3.15, Faculty Senate - Membership, A. 2 and replace the President with the Provost/Vice President for Academic Affairs.

2. The ~~president~~ ((provost/vice president for academic affairs)) of the university, ex officio (non-voting).

Will you please refer this matter to the code committee so that it can be included with any other changes proposed.

Thank you.

Very truly yours,

Ivory V. Nelson
President

gc

4E

March 9, 1993

Dr. Barney L. Erickson
Chairman, Faculty Senate
Central Washington University

Dear Barney:

On February 26, 1993, we filed a class-action grievance with the Faculty Grievance Committee, charging that.."the criteria for professional leave specified in the Faculty Code were not followed" and that.."the administration has failed to honor the Faculty Code and its provisions for due process." This grievance is currently under consideration.

In light of the attention these issues received in the Faculty Senate and the nature of our class action, we are requesting the Faculty Grievance Committee to circulate their findings and recommendations to the faculty, via the Faculty Senate, upon the conclusion of their work (as provided for in the Code section 12.25-B-6).

Sincerely,



Laura L. Appleton and Terry L. DeVietti

4F

Central
Washington
University



History Department

Language & Literature 100T
Ellensburg, Washington 98926

(509) 963-1655

March 12, 1993

Mr. Barney Erickson, Chair
Faculty Senate
Campus

RECEIVED

MAR 15 1993

CWU FACULTY SENATE

Dear Barney,

With this letter I am transmitting to you the changes that the Code Committee is proposing for its scheduled hearing on April 14, 3:15 p.m., SUB 204-05. You will see that we have addressed most of the issues contained in the charge that you gave us at the beginning of the year. For those items that seem not to have been addressed, we submit to you and the Executive Committee the following explanations.

At the beginning of the year it seemed fruitless to wrangle with the administration over a family leave policy until there was further action at the state and the national level. After Congress passed the Family and Medical Leave Law in February, we asked Representative Jay Inslee's office to send us a copy, hoping that it would arrive before we finished our deliberations. It didn't. Therefore the Code Committee recommends coming back to that issue next year when we have the text of the national law and when the university will be in a better position to find sources of funding for implementing the law.

As for the Policy Statement on Faculty Evaluation from the Northwest Association of Schools and Colleges, the Code Committee has determined that no changes to the Code are necessary. Tenured and non-tenured faculty are evaluated annually when departments and deans assess a faculty member's worthiness to receive promotion or merit. It does not seem reasonable to insert yet another evaluation procedure into the Code.

We discussed Rosco Tolman's letters concerning phased retirement. First of all, the Code states explicitly in Section 9.92.F that phased retirees "retain all the tenure and seniority privileges they had at the time of retirement." The Code Committee sees no reason for changing that section at this time. As for the problems of vacant positions that may be caused by phased retirement, it is the opinion of the Code Committee that the loss of a position in connection with a retirement has less to do with its phased nature than with an administrative decision to reallocate positions within the institution. And lastly, if an experienced chair like Rosco does not know how to solve a departmental space problem, then the university has really sunk to a low ebb.

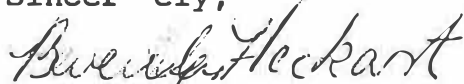
46

Barney Erickson
Page Two

In the matter of the Professional Leave Committee, our committee recommends no change in the Code at this time. We are not convinced that the Professional Leave Committee will remain combined with the Research Committee in the long term. We advise the Executive Committee, when appointing members of the "temporary" Faculty Development and Research Leave Committee to comply with the Code. Members should be tenured, full-time faculty. The Code Committee would further appreciate it if you would convey to the powers that be that the Senate should have been consulted before a committee mentioned in the Code was so restructured. Had such a consultation occurred, many misunderstandings that occurred this year might have been avoided.

Thank you for conveying the president's letter requesting a change in the membership of the Senate to us. We did not receive the formal request until after we had completed our deliberations this year and shall not be recommending the change to the faculty and Senate during the current round of Code changes. The president should be made aware that we shall be asking for a meeting with him and the provost to discuss Code changes after the hearing in April and before we take the changes to the Senate in May. During that meeting we shall welcome the opportunity to explain to him the history and psychology of the president's membership on the Senate. Before such a discussion has occurred, the Code committee chair advises against the proposed alteration. Perhaps it would also be a good idea to wait until the new provost arrives on board and we can all--president, provost and faculty--get to know one another and make appropriate adjustments.

Sincerely,



Beverly Heckart, Chair
Faculty Senate Code Committee



Central
Washington
University

Office of the President
13011011 20811
Ellensburg, Washington
98926-7500
(509) 963-2111

MEMORANDUM

TO: Vice Presidents, Deans, Faculty, Staff, Students, Alumni
and Parents

DATE: April 6, 1993

SUBJECT: 1993-95 University Budget Reductions

I know that the current budgetary process is causing a great deal of anxiety and stress for all of us on campus. However, I also know that we are a community and that we will work closely together to resolve this situation and continue to provide high quality education for the students we serve.

Let me summarize our current position. Considering the state fund budget proposals of the Senate Ways and Means Committee and Governor Lowry, it is obvious that if either of these budgets pass we will be forced to make serious cuts for the 1993-95 biennium. I believe we must proceed in two phases in order to achieve the necessary cuts. Phase one will consist of decisions based on the strategic plan which we can implement immediately to save money beginning July 1, 1993. The second phase will include those difficult, long range decisions which will come as a result of the continuous strategic planning effort.

In preparation for phase one, Courtney Jones, Vice President for Business and Financial Affairs has issued a budget call asking principal budget administrators from vice presidents to department chairs to prepare a response to a possible 10% cut based on their strategic plans in their areas of responsibility while adhering to the following guidelines:


1. NO ACROSS-THE-BOARD CUTS
2. REDUCE ADMINISTRATION WITHOUT LOSING
INTERNAL CONTROL OR OVERSIGHT CAPABILITY
3. MITIGATE THE EFFECT ON INSTRUCTION
4. MAXIMIZE SERVICE TO STUDENTS
5. MAINTAIN ASSESSMENT
6. PROTECT DIVERSITY
7. PROTECT ENROLLMENT

8. COMBINE PROGRAMS AND UNITS WHEREVER
POSSIBLE

The response to the budget call will give us a set of money-saving recommendations that will allow us to make some immediate reductions beginning July 1.

Phase two involves the continuous utilization of the strategic planning process which has been underway since September. The vice presidents have reviewed the plans of the departments which report to them and have now drafted divisional plans which are ready to go to the Strategic Planning Committee. Those plans will provide the blueprint for the difficult and permanent programmatic reductions which will occur as we shape our university to fit the available resources of the coming biennia.

As we continue this process, we have a moral obligation to all personnel, whether faculty or staff, to take actions to minimize human repercussions. Although we may take actions to ease pain, these actions must not guide our programmatic decisions. Also remember, the actions we are taking are for the long haul, not for the short term. And finally, as I have done in the past and will always do, all decisions will be made known to the public after open discussion has taken place.

A handwritten signature in black ink, reading "Ivory V. Nelson". The signature is fluid and cursive, with the first name "Ivory" being more prominent and stylized than the last name "Nelson".

Ivory V. Nelson
President

FACULTY SENATE BUDGET COMMITTEE RECOMMENDATIONS

Teaching is the fundamental function of the university. When the university is in crisis, it is its teaching component which must be protected at all cost. The following list of items provides both general and specific suggestions for budgetary reductions that will allow the fundamental mission of the university to continue with only a modest loss in the academic integrity of the institution.

1. MAINTAIN EXISTING ACADEMIC PROGRAMS.
If existing programs must be cut, no new programs (i.e., "Decision Packages") should be funded.
2. MINIMIZE FUTURE EXPENDITURES ON ADMINISTRATIVE ACTIVITIES.
 - a. Administrators need to study the opportunity costs of a project before they begin the project. That is, what teaching, grant writing, and research activities will be put aside in order to accomplish the project. Administrators and others involved need to determine if this cost is worth the benefits of the project.
 - b. Before a project is initiated, the outcomes of the project should be clearly specified. If the project involves the collection of data, there should be a clearly specified reason for gathering each piece of information. In short, the project should be well planned and well focused.

For example, many of the activities involved in the present academic planning process have been superfluous and extremely costly. This has apparently been due to a poor understanding of what information would be useful on the part of those managing the project.

The push for conversion to a semester system is another project which appears poised to siphon much needed funds from the more important activities of the university. The merits of the quarter system or the semester system can be debated, but the simple fact is that we are in no position financially to expend hundreds of thousands of dollars to convert from one system to the other. We should expend no further time discussing this proposal until the fiscal situation improves.

3. SUBSTANTIAL BUDGETARY REDUCTIONS CAN BE MADE BY CUTTING ADMINISTRATIVE PERSONNEL.
For example, the elimination of 15 exempt positions would save \$ 1,000,000 in salaries and benefits. (There are 143 administrative positions in the 1993-95 budget request.) This should be the first source for absorbing budget cuts. There are many opportunities for consolidation of tasks into fewer administrative positions. This is especially the case in Business and Financial Affairs, Academic Services, and Student Affairs.
4. THE PHYSICAL PLANT BUDGET SHOULD BE CUT TO THE MAXIMUM ALLOWABLE BY STATUTE.
(In the past there has been a 5% limit on the cut that could be applied to this area.) In particular, grounds maintenance should be eliminated for a savings of \$ 550,000. At a minimum, overwatering, mowing where unnecessary (e.g., around the irrigation canal), etc. should be curtailed. Janitorial services could be cut 20% for a savings of \$ 200,000 by not sweeping, emptying garbage cans,

etc. on a daily basis, and providing less service in the summer when the traffic in many buildings is slight. Floor waxing and other non-critical maintenance could be done less frequently.

5. THE ROLE OF THE ACADEMIC ADVISING OFFICE SHOULD BE MORE CLEARLY DEFINED WITH THE INTENT OF RETURNING ADVISING RESPONSIBILITIES TO THE FACULTY WHENEVER POSSIBLE. (\$ 111,386).
Much of the current work of this office should be eliminated. Faculty can and should resume the responsibility of student advising. In particular, the trend toward bureaucratizing the advising function should be reversed. If the office remains, it should limit itself to General Education advising and catalog interpretation. The catalog should be a self-advising document.
6. THE FOOTBALL PROGRAM SHOULD BE ELIMINATED.
(\$ 47,958 in S & A funds--pays for uniforms, equipment, security, etc.). This would also allow a savings in instruction funds for salaries, insurance, athletic administration, clinics and camps (\$ 50,000). Other sports should be reviewed for selective elimination--CWU has the greatest number of sports teams in the state. Athletics receives \$ 204,500 of the approximately \$ 1,000,000 S & A funds not devoted to necessary SUB operations. (Most of the community colleges have already eliminated football as too expensive.) This would help the gender balance in sports without forcing us to add new women's sports.
7. THE SPORTS INFORMATION DIRECTOR POSITION IN UNIVERSITY RELATIONS SHOULD BE ELIMINATED AND THE FUNCTION MOVED TO THE ATHLETIC DIRECTOR (WITH NO INCREASE IN ATHLETIC DIRECTOR'S STAFF).
8. THE MANIPULATION OF INFORMATION FROM THE UNIVERSITY FOR PUBLIC CONSUMPTION SHOULD CEASE.
In its place, the President, University Relations, and the administration as a whole should focus its community efforts on letting the community know the services the university provides for them. There are other ways to provide a positive message about the university than misrepresenting the facts.
9. ELIMINATE BUREAUCRATIC ASSISTANTS.
In 1972-1973, the President had a secretary and an assistant. In 1992-93, the President has two administrative assistants, a special assistant, a secretary, and a director of governmental relations.
10. ELIMINATE ALL SELF-PROMOTIONAL "NEWSLETTERS."
(e.g., the physical plant newsletter).
11. CANCEL COMMENCEMENT CEREMONIES. (\$ 28,500)
The hidden costs and opportunity costs make the real figure much higher than this. (E.g., building the stage, preparation of the sound system, etc.)
12. ELIMINATE THE ACCESS PROGRAM. (\$ 174,880)
This program provides special admissions to approximately 20 students per year who have been rejected in the normal admissions process. This is a very small payback for a substantial investment.

13. ELIMINATE WOMEN'S RESOURCE CENTER. (\$ 45,237)
This could be funded more appropriately through Associated Student funds from savings due to the elimination of the football program if desired.
14. DO NOT SUBSIDIZE NON-INSTRUCTIONAL SERVICES PROVIDED FOR STUDENTS.
For example, charge students the actual cost for sending transcripts. The current fee is \$ 3.00 per transcript. Approximately 24,000 transcripts are sent per year. CWU's subsidy for this service is \$ 81,134.
15. ELIMINATE UNEARNED SABBATICALS AND "GOLDEN PARACHUTES" FOR ADMINISTRATORS WHEN THEY RETURN TO TEACHING.
16. ELIMINATE NON-ACADEMIC TRAVEL. (\$ 200,000)
17. LOBBY THE LEGISLATURE FOR RELIEF FROM THE SEPARATION OF CAPITAL AND OPERATING BUDGETS.
18. MAKE THE LIBRARY'S OPERATING HOURS 8 A.M. TO 10 P.M.
19. ELIMINATE REMEDIAL WORK.
(Academic Skills Center--\$ 144,299.) The State is essentially paying twice for such services. If students are not prepared to enter the university, they should seek remediation at the high school level.
20. FROZEN FACULTY POSITIONS SHOULD HAVE TOP PRIORITY WHEN MONEY IS AVAILABLE.
21. REVIEW EXTENDED UNIVERSITY PROGRAMS TO DETERMINE WHICH ARE HIGHLY SELF-SUPPORT.
22. THE LATEST COMPUTING TECHNOLOGY IS NOT ESSENTIAL FOR MOST OFFICES ON CAMPUS.
Computing hardware and software should not be purchased without a clearly defined need. Computing power could be spread more widely if we examined the requirements of computer users before purchasing equipment for them. For example, it is foolish to purchase a 486 machine for someone who needs only basic word processing capabilities.
23. ADMINISTRATIVE COMPUTING FUNCTIONS SHOULD BE ANALYZED FOR EFFICIENCY.
Administrative requests for computing functions should be justified by the mission of the university, not simply because it is possible to perform such functions.
24. REDUCE PAPER FLOW.
Administrative offices generate a great deal of paper (memos, announcements, letters, etc.) which is neither desired nor useful. Some of what could be useful (e.g., budget reports) is difficult to decipher.

1991-92 fiscal year expenditures (state support):

INSTRUCTION	\$ 25,990,172
RESEARCH	309,832
PUBLIC SERVICES	7,194
PRIMARY SUPPORT	2,176,857
LIBRARY SERVICES	3,570,279
STUDENT SERVICES	3,059,077
INSTITUTIONAL SUPPORT	5,614,443
PHYSICAL PLANT	5,659,757

TOTAL	\$ 46,387,611

	1988	1989	1990	1991	1992
STUDENT FTE	6,015	6,018	6,221	6,435	6,312

EXPENDITURE BY OBJECT (percentage)	1992
Salaries and Wages	55
Goods and Services	17
Benefits	14
Grants & Subsidies	8
Equipment	3
Debt Service	1
Travel	1

Central
Washington
University



Office of the Provost and
Vice President for Academic Affairs

208B Bouillon
Ellensburg, Washington 98926

(509) 963-1400

MEMORANDUM

Barney L. Erickson
Faculty Senate Chair
Campus

DATE: April 5, 1993

(4/5/93-139.PRV)

TO: School/College Deans
Department Chairs
Program Directors

c: President Nelson
Provost Schliesman
Deans' Council
Faculty Senate Chair
FSCC Members

RECEIVED

APR 7 1993

CWU FACULTY SENATE

FROM: Wolfgang Franz, Chair *W. Franz*
Faculty Senate Curriculum Committee

SUBJ: New Curriculum Process and Procedures

The curriculum process is being completely revised by the Faculty Senate Curriculum Committee (FSCC). This process, which is effective immediately, is considered a test. We would appreciate constructive criticism to improve it. Eventually, the process will be sent to the Faculty Senate for approval and will become a part of the Curriculum Planning and Procedures Manual.

Approval by the FSCC will only be required for new programs, options to existing programs, and course additions to existing programs that extend the number of credits required beyond the upper limits as specified in the Curriculum Planning and Procedures Manual. If a program has been previously approved by the Faculty Senate beyond those upper limits, the FSCC will only have to approve changes beyond the limits previously approved by the Faculty Senate.

Attachments to this memorandum include the following:

1. *Curriculum Flow Chart* -- Diagrams the curriculum approval process.
2. *Curriculum Change Process* -- Details the responsibilities of each entity involved in the curriculum process. Please note that the major responsibility to follow guidelines rests with the department chair/program director. The respective dean's office has the responsibility to ensure that the process was followed correctly.
3. *Curriculum Transmittal Forms* -- After initial use and review by various departments, and review by the FSCC, the four transmittal forms distributed in December by the Provost's Office have been revised. Although the information that is needed in the documentation submitted with proposals has not changed, the instructions outline the format in which the information is to be submitted in. All requirements are printed on each form.

The attached copies are for your use as a master for duplication. There will be no color coding for the various forms; they can be submitted on plain white paper and the required number of copies made for submittal upon completion of an original proposal. (The forms were created using WordPerfect 5.1; to obtain a copy, send a disk to Kim Black in the Provost's Office.)

4. *Guidelines for Writing Program and Course Descriptions*
5. *Curriculum Summary Log* -- This log, which is compiled by the Provost's Office, will be used to notify the FSCC of current proposals and will be distributed to the Provost, school/college deans and department chairs/program directors.

The attached Summary Log contains the proposals to be approved by April 15. Please note the "Brief Description of Proposal" -- a section has been added to the transmittal forms for the originator to provide that brief description.

If you have questions or concerns regarding any item on the Curriculum Summary Log, please contact the appropriate department chair/program director for more information. If you still feel there is reason for concern, please request that the FSCC review the proposal by sending a memo to the FSCC in care of the Provost's Office, prior to the proposed approval date.

Thank you for your patience while the curriculum process review and revision has been completed. If you have any questions, please contact the Provost's Office.

/kb

CURRICULUM FLOW CHART

①

DEPARTMENT/PROGRAM

Proposals are developed using the transmittal form. After approval by the department chair/program director, the original and three (3) copies of the proposal are sent to the school/college dean's office.

SCHOOL/COLLEGE DEANS' OFFICE

After review, the dean takes one of the following actions:

- Returns proposals to departments, if not approved.
- Sends proposals to the Dean of Professional Studies, if they affect programs for the preparation of school personnel. Proposals are returned to the school/college dean with action.
- Sends proposals to the Dean of Graduate Studies, if they affect graduate programs. Proposals are returned to the school/college dean with action.
- Forwards approved proposals to the Provost's Office.

PROVOST'S OFFICE

Forwards the following proposals to the Faculty Senate Curriculum Committee (FSCC):

- New programs or new options to existing programs.
- Course additions to existing programs that extend the number of credits required beyond the upper limits specified in the Curriculum Planning Guide (75 for BA; 110 for BS) or beyond the limits previously approved by the Faculty Senate.

All other proposals are entered on the Curriculum Summary Log using the summary submitted on the proposal. This summary is then distributed to the Provost, school/college deans, department chairs/program directors and the FSCC. Unless objections arise, the proposals will be automatically approved two weeks after the FSCC has been notified (the proposed approval date will be noted on the Summary Log).

FACULTY SENATE CURRICULUM COMMITTEE

- Reviews proposals for new programs, new options to existing programs, and course additions to existing programs that exceed the upper limit of credits. Rejected proposals are returned to the Provost. Approved proposals are forwarded to the Faculty Senate.
- Reviews the Curriculum Summary Log. Takes action within two weeks if there are concerns and notifies the Provost. Otherwise no further action is required.

FACULTY SENATE

Acts on proposals and returns them to the Provost.

PROVOST'S OFFICE

- Returns proposals to school/college dean if not approved.
- Forwards appropriate proposals to the Higher Education Coordinating Board (HECB).
- Forwards HECB approved proposals to the President and Board of Trustees.
- Forwards copies of all approved proposals to Graduate Admissions & Records or the Registrar's office for entry into the catalog.
- Maintains original proposals in the Provost's Office.

RESPONSIBILITIES IN THE CURRICULUM CHANGE PROCESS

②

Department Chair/Program Director

1. Initiate course/program changes.
2. Assure academic integrity.
3. Assure clarity and accuracy of course and program descriptions.
4. Follow instructions given on curriculum transmittal forms and in the Curriculum Planning and Procedures Manual.
5. If requested, meet with the Faculty Senate Curriculum Committee (FSCC) when proposals are reviewed.
6. Run a global search on the electronic catalog to identify all programs affected.
7. Notify all department chairs/program directors affected by the change.
8. Send the original and three copies of the proposal to the school/college dean.

School/College Dean

1. Assure consistency with school/program goals and budget.
2. Check for and resolve conflicts and overlaps with other courses or programs.
3. Check for clarity and consistency in course and program descriptions.
4. Assure that instructions given on the curriculum transmittal forms and in the Curriculum Planning and Procedures Manual have been followed.
5. If applicable, send proposal to the Dean of Graduate Studies for approval.
6. If applicable, send proposal to the Dean of Professional Studies for approval.
7. After reviewing the proposal, take one of the following actions:
 - a. Reject and return to the department chair/program director.
 - b. Approve and forward to the Provost's Office.

Dean of Professional Studies/Dean of Graduate Studies

1. Check proposal for consistency with accreditation standards and University goals. Return proposal to school/college dean.

Provost's Office

1. Review and, if approved, forward the following proposals to the FSCC:
 - a. New programs or new options to existing programs.
 - b. Course additions to existing programs that extend the number of credits required beyond the upper limits as specified in the Curriculum Planning and Procedures Manual. However, if a program has been previously approved by the Faculty Senate beyond those upper limits, the FSCC will only have to approve changes beyond the previously approved Faculty Senate limits.

All other proposals are logged in on the Curriculum Summary Log which will be distributed to the FSCC, the school/college deans, and department chairs/program directors. Unless objections arise, the proposals will be automatically approved two weeks after the FSCC has been notified (the proposed approval date will be noted on the Summary Log).

Faculty Senate Curriculum Committee

1. Reviews the following proposals:
 - a. New programs or new options to existing programs.
 - b. Course additions to existing programs that extend the number of credits required beyond the upper limits as specified in the Curriculum Planning and Procedures Manual. However, if a program has been previously approved by the Faculty Senate beyond those upper limits, the FSCC will only have to approve changes beyond the previously approved Faculty Senate limits.
2. Sends approved proposals to the Faculty Senate; returns rejected proposals to the Provost.
3. Reviews the Curriculum Summary Log.
4. Considers questions or conflicts that have not been resolved in the two week review period.

Faculty Senate

1. Acts on proposals and returns them to the Provost.

Provost

1. Transmits Faculty Senate rejected proposals to the appropriate school/college dean.
2. Forwards new or significantly revised proposals to the Higher Education Coordinating Board (HECB).
3. Forwards HECB approved proposals to the President and Board of Trustees.
4. Forwards approved proposals to Academic Services, or Graduate Admissions and Records, for entry into the catalog.
5. Maintains all original proposals.

Academic Services/Graduate Admissions and Records

1. Maintains electronic and printed catalog.

/kb

(CHGPROC.CURR)

(4/5/93)

PROGRAM ADDITION CURRICULUM TRANSMITTAL FORM

THIS FORM WILL BE USED AS OFFICIAL NOTIFICATION FOR CHANGES TO THE ON-LINE AND PRINTED CATALOG -- PLEASE TYPE

Department _____

Date _____

Does this proposal affect programs for the preparation of school personnel?

☐ Yes ☐ No

(If yes, this proposal must be routed through the Dean of Professional Studies for review by the appropriate Center Committee.)

COMPLETE THE FOLLOWING INFORMATION AS IT IS PROPOSED TO APPEAR IN THE CATALOG:

Date of Implementation _____ ☐ Major ☐ Minor ☐ Other _____

Degree Title _____

Program Title _____

Estimated Enrollment: Headcount _____ FTE _____ Delivery Mechanism: ☐ In-Person ☐ Telecommunications

Submit the following information keyed to the numbered items below:

1. Program as it is proposed to be offered. (Star [*] new courses.) Refer to guidelines for writing program description.
2. Justification for the addition (including any program that may be deleted as the result of this new program.)
3. Impact on departmental load, including what faculty resources will be reassigned or reallocated and additional faculty to be hired during the first three years.
4. Projected non-faculty staffing needs to support the program.
5. Projected student enrollment for each quarter over the next three years and special additional costs (fees) students will be required to pay.
6. Projected space needs to support the program, (office, classrooms, laboratory).
7. Related curriculum changes that will result from this new program.
8. Detailed costs for implementing the program, by quarter, over the next three years.
9. Source of additional fiscal resources needed to implement the program.
10. Unique time elements involved in completing the revised program. (It is presumed a major can be completed in six quarters of upper division work and a master's degree can be acquired in a minimum of three quarters.)
11. Departments/programs affected by the new program. (Attach approval letters from each department chair/program director.)

In addition to the above, the documentation must address all requirements detailed in the *Guidelines for Program Planning and Approval at Washington Public Four-Year Colleges and Universities* issued by the Higher Education Coordinating Board.

Approvals

Typed Name of Individual	Signature	Date
Originator (include phone number):		
Department Chair:		
Dean:		
Dean of Professional Studies (if applicable):		
Dean of Graduate Studies (if applicable):		
Senate Curriculum Committee/Senate Chair (if applicable):		
Provost (if applicable):		

Date FSCC Notified: _____

Distribution: Provost's Office
Registrar/Graduate Office
Dean's Office
Department/Program

Date Forwarded to Catalog: _____

Descriptions for new or changed programs should follow this format (include only items that pertain):

1. Department or program title headings, chair or program director, department or program office location and phone number.
2. Listing of Professors, Associate Professors and Assistant Professors who teach in the program, and their respective specialties, if appropriate.
3. Program titles and descriptions.
4. Special fees, concurrent course stipulations, unique off-campus program locations, maximum number of students admitted to program, cooperative effort in the program with other universities, business, or governmental entities.
5. Special program admission requirements (e.g., GPA, class standing, completion of pre-admission courses, faculty recommendation, or required score on admissions tests).
6. List of courses required. Each course will include only prefixes, titles and credits, listed in order they should be taken, or grouped by prefix or subject matter. Total credits required should be listed.
7. Prerequisites to majors should be explicitly listed under program descriptions.
8. List of specializations, options or minors available, and their advisors; courses required and electives.

PROGRAM CHANGES INCLUDING DELETIONS CURRICULUM TRANSMITTAL FORM

THIS FORM WILL BE USED AS OFFICIAL NOTIFICATION FOR CHANGES TO THE ON-LINE AND PRINTED CATALOG -- PLEASE TYPE

Department _____

Date _____

Does this proposal affect programs for the preparation of school personnel?

☐ Yes ☐ No

(If yes, this proposal must be routed through the Dean of Professional Studies for review by the appropriate Center Committee.)

Complete the following information as it appears in the on-line catalog:

☐

Major

☐

Minor

☐

Other _____

Degree Title _____

Program Title _____

☐

Program Change

☐

Program Deletion

Brief Description of Proposal for Curriculum Summary Log (25 words or less):

Submit the following information keyed to the numbered items below:

1. Summary of changes.
2. Text of the program incorporating both old and new versions, following these editing guidelines: (a) bracket additions; (b) line through deletions; (c) underline changes in wording.
3. A clean copy of the program as it is proposed to be offered. (Star [*] new courses.) Refer to the guidelines for writing program descriptions.
4. Justification for the change.
5. Impact on departmental load.
6. Impact on instructional costs.
7. Related curriculum changes that will result from this proposed change.
8. Attach notification sent to department chairs/program directors of departments/programs affected.
9. Unique time elements involved in completing the revised program. (It is presumed a major can be completed in six quarters of upper division work and a master's degree can be acquired in a minimum of three quarters.)
10. Provisions for allowing enrolled students to graduate.

In addition to the above, the documentation must address all requirements detailed in the *Guidelines for Program Planning and Approval at Washington Public Four-Year Colleges and Universities* issued by the Higher Education Coordinating Board.

Approvals

Typed Name of Individual	Signature	Date
Originator (include phone number):		
Department Chair:		
Dean:		
Dean of Professional Studies (if applicable):		
Dean of Graduate Studies (if applicable):		
Senate Curriculum Committee/Senate Chair (if applicable):		
Provost (if applicable):		

Date FSCC Notified: _____

Distribution:

Date Forwarded to Catalog: _____

Provost's Office
Registrar/Graduate Office
Dean's Office
Department/Program

Descriptions for new or changed programs should follow this format (include only items that pertain):

1. Department or program title headings, chair or program director, department or program office location and phone number.
2. Listing of Professors, Associate Professors and Assistant Professors who teach in the program, and their respective specialties, if appropriate.
3. Program titles and descriptions.
4. Special fees, concurrent course stipulations, unique off-campus program locations, maximum number of students admitted to program, cooperative effort in the program with other universities, business, or governmental entities.
5. Special program admission requirements (e.g., GPA, class standing, completion of pre-admission courses, faculty recommendation, or required score on admissions tests).
6. List of courses required. Each course will include only prefixes, titles and credits, listed in order they should be taken, or grouped by prefix or subject matter. Total credits required should be listed.
7. Prerequisites to majors should be explicitly listed under program descriptions.
8. List of specializations, options or minors available, and their advisors; courses required and electives.

NEW COURSE CURRICULUM TRANSMITTAL FORM

THIS FORM WILL BE USED AS OFFICIAL NOTIFICATION FOR CHANGES TO THE ON-LINE AND PRINTED CATALOG - PLEASE TYPE

Department _____

Date _____

Does this proposal affect programs for the preparation of school personnel? ☐ Yes ☐ No

(If yes, this proposal must be routed through the Dean of Professional Studies for review by the appropriate Center Committee.)

Brief Description of Proposal for Curriculum Summary Log (25 words or less):

COURSE AS IT IS PROPOSED TO APPEAR IN THE CATALOG:

First Quarter Course to be Offered: _____

Title: _____

Abbreviated Title
(18 spaces or less):

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Prefix: _____

Number: _____

Credits: _____

Description, Including prerequisites (refer to guidelines for writing course descriptions):

Instruction Type:

☐

Lecture/Discussion

☐

Seminar

☐

Practicum

☐

Laboratory

☐

Other: _____

Estimated Enrollment:

Year 1: _____

Year 2: _____

Year 3: _____

Grade Option:

☐

Letter Grade

This course will be a prerequisite for the following course(s): _____

☐

Satisfactory/
Unsatisfactory

This course will be cross listed with the following course(s): _____

Approvals

Typed Name of Individual	Signature	Date
Originator (include phone number):		
Department Chair:		
Dean:		
Dean of Professional Studies (if applicable):		
Dean of Graduate Studies (if applicable):		
Senate Curriculum Committee/Senate Chair (if applicable):		
Provost (if applicable):		

Date FSCC Notified: _____

Date Forwarded to Catalog: _____

Distributions:

Provost's Office
Registrar/Graduate Office
Dean's Office
Department/Program

Submit the following information keyed to the numbered items below:

1. Justification for the addition and the course level.
2. A detailed course outline.
3. Impact on departmental load, including what faculty resources will be reassigned or reallocated and additional faculty to be hired during the first three years.
4. Non-faculty staffing needs.
5. Whether the new course increases graduation requirements and special additional costs (fees) students will be required to pay.
6. Related curriculum changes that will result from this proposed addition.
7. Detailed costs for implementing the new course, by quarter, over the next three years. Include faculty, staff, laboratory, equipment, facilities, etc.
8. Sources for additional fiscal resources needed to implement the course.
9. Department(s) or program(s) affected by the addition. (Attach approval letters from the department chair/program director of department/program affected.)

Course Descriptions

Descriptions for new or changed courses should follow this format:

1. Prefix
2. Number
3. Title – The title must concisely and accurately describe the subject matter of the course.
4. Credits
5. Prerequisites – To be stated in terms of specific courses, skills or permission. Prerequisites are appropriate if:
 - a. Certain basic skills are needed for success in the course.
 - b. A course is one of a sequence.
 - c. A certain level of maturity and familiarity with the language of the discipline is necessary for success.
6. Course Description – The course description will describe content rather than methodology and cannot exceed twenty-five (25) words. Course descriptions need only be used when elaboration beyond the title is necessary.
7. Other qualifications or restrictions, such as the following examples:
 - a. Not to be counted in major.
 - b. May be repeated for credit when subject matter differs.
 - c. Same as ANTH 480. Student shall not receive credit for both.
 - d. Grade will be S or U.

COURSE CHANGES INCLUDING DELETIONS

CURRICULUM TRANSMITTAL FORM

THIS FORM WILL BE USED AS OFFICIAL NOTIFICATION FOR CHANGES TO THE ON-LINE AND PRINTED CATALOG -- PLEASE TYPE

Department _____

Date _____

Does this proposal affect programs for the preparation of school personnel? ☐ Yes ☐ No

(If yes, this proposal must be routed through the Dean of Professional Studies for review by the appropriate Center Committee.)

Brief Description of Proposal for Curriculum Summary Log (25 words or less):

<input type="checkbox"/> Course Change	<input type="checkbox"/> Prefix	<input type="checkbox"/> Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Title	<input type="checkbox"/> Description (Refer to guidelines for writing course descriptions.)
<input type="checkbox"/> Course Deletion Quarter Change/Deletion Effective: _____					

Course as it appears in the on-line catalog:

Prefix: _____ Number: _____ Credits: _____

Title: _____

Description: _____

Proposed change(s) (fill in changed section only):

Prefix: _____ Number: _____ Credits: _____

Title: _____

Description: _____

This course is a prerequisite for the following course(s): _____

This course is cross listed with the following course(s): _____

Approvals

Typed Name of Individual	Signature	Date
Originator (Include phone number):		
Department Chair:		
Dean:		
Dean of Professional Studies (if applicable):		
Dean of Graduate Studies (if applicable):		
Senate Curriculum Committee/Senate Chair (if applicable):		
Provost (if applicable):		

Date FSCC Notified: _____

Date Forwarded to Catalog: _____

Distribution:

Provost's Office
Registrar/Graduate Office
Dean's Office
Department/Program

Submit the following information keyed to the numbered items below:

Course Change

1. Justification for the change.
2. Department(s) or program(s) affected by the change. (Attach approval letters from the department chair/program director of department/program affected.)

Course Deletion

1. Justification for the deletion.
2. Number of students ordinarily enrolled in the course.
3. Impact on department load.
4. Related curriculum changes that will result from this proposed deletion.
5. Department(s) or program(s) affected by the deletion. (Attach notification sent to the department chair/program director of department/program affected.)

Course Descriptions

Descriptions for new or changed courses should follow this format:

1. Prefix
2. Number
3. Title – The title must concisely and accurately describe the subject matter of the course.
4. Credits
5. Prerequisites – To be stated in terms of specific courses, skills or permission. Prerequisites are appropriate if:
 - a. Certain basic skills are needed for success in the course.
 - b. A course is one of a sequence.
 - c. A certain level of maturity and familiarity with the language of the discipline is necessary for success.
6. Course Description – The course description will describe content rather than methodology and cannot exceed twenty-five (25) words. Course descriptions need only be used when elaboration beyond the title is necessary.
7. Other qualifications or restrictions, such as the following examples:
 - a. Not to be counted in major.
 - b. May be repeated for credit when subject matter differs.
 - c. Same as ANTH 480. Student shall not receive credit for both.
 - d. Grade will be S or U.

GUIDELINES FOR WRITING PROGRAM AND COURSE DESCRIPTIONS

4

These guidelines are to be used with the curriculum transmittal forms.

Program Descriptions -- Descriptions for new or changed programs should follow this format (include only items that pertain):

1. Department or program title headings, chair or program director, department or program office location and phone number.
2. Listing of Professors, Associate Professors and Assistant Professors who teach in the program, and their respective specialties, if appropriate.
3. Program titles and descriptions.
4. Special fees, concurrent course stipulations, unique off-campus program locations, maximum number of students admitted to program, cooperative effort in the program with other universities, business, or governmental entities.
5. Special program admission requirements (e.g., GPA, class standing, completion of pre-admission courses, faculty recommendation, or required score on admissions tests).
6. List of courses required. Each course will include only prefixes, titles and credits, listed in order they should be taken, or grouped by prefix or subject matter. Total credits required should be listed.
7. Prerequisites to majors should be explicitly listed under program descriptions.
8. List of specializations, options or minors available, and their advisors; courses required and electives.

Course Descriptions -- Descriptions for new or changed courses should follow this format:

1. Prefix
2. Number
3. Title -- The title must concisely and accurately describe the subject matter of the course.
4. Credits
5. Prerequisites -- To be stated in terms of specific courses, skills or permission. Prerequisites are appropriate if:
 - a. Certain basic skills are needed for success in the course.
 - b. A course is one of a sequence.
 - c. A certain level of maturity and familiarity with the language of the discipline is necessary for success.
6. Course Description -- The course description will describe content rather than methodology and cannot exceed twenty-five (25) words. Course descriptions need only be used when elaboration beyond the title is necessary.
7. Other qualifications or restrictions, such as the following examples:
 - a. Not to be counted in major.
 - b. May be repeated for credit when subject matter differs.
 - c. Same as ANTH 480. Student shall not receive credit for both.
 - d. Grade will be S or U.

Curriculum Summary Log

Date Received	Department/Program	Proposal Type*	Program/Course	Brief Description of Proposal	Notification Date	Proposed Approval Date	Forwarded to Catalog
	Business Education	Program Addition	Personal Computer Applications Minor	Proposal requires approval by FSCC.	4/1/93	N/A	
	Bus Educ/Home Econ	Program Addition	Fashion Merchandising Minor	Proposal requires approval by FSCC.	4/1/93	N/A	
	Biological Sciences	Program Change	Bachelor of Science Biology Major	BISC 499 or BISC 497 is being added; hidden prerequisites identified; language change.	4/1/93	4/15/93	
	Bus Educ/Home Econ	Program Change	Bachelor of Science Fashion Merchandising	Changes are product of year-long program assessment.	4/1/93	4/15/93	
	Bus Educ/Home Econ	Course Additions (2)	HOCT/ME 180, Introduction to Fashion Merchandising (2)	Provides students with an elective that will help decide if major meets career needs.	4/1/93	4/15/93	
	Bus Educ/Home Econ	Course Changes (T, D)	HOCT/ME 251, New: Visual Merchandising (3)	To reflect current terminology in industry; change to lab to better suit the requirements.	4/1/93	4/15/93	
	Bus Educ/Home Econ	Course Additions (2)	HOCT/ME 399.1, Fashion Merchandising Seminar (1-5)	To provide students contact with future employers, awareness of job market & interviewing skills.	4/1/93	4/15/93	
	Bus Educ/Home Econ	Course Additions (2)	HOCT/ME 485, International Textiles and Apparel (3)	Focus on global concerns -- imports of fibers, treaties & international laws.	4/1/93	4/15/93	
	Bus Educ/Home Econ	Course Additions (2)	HOCT/ME 489, Fashion Buying (5)	Will provide match & decision making skills needed to make career decisions (management/buying).	4/1/93	4/15/93	
	Bus Educ/Home Econ	Course Changes (D)	HOEC/ME 490, Cooperative Education (1-15)	Faculty supervision for Fashion Merchandising students is only available in the summer.	4/1/93	4/15/93	
	Bus Educ/Home Econ	Course Deletions (2)	HOCT/ME 499.1, Fashion Merchandising Seminar (3)	Material will be covered in new course.	4/1/93	4/15/93	
	Home Economics	Program Change	BA, Family & Consumer Studies	Added Cooperative Education to fill end of major assessment needs.	4/1/93	4/15/93	
	Home Economics	Course Change (T, D)	HOCT 150, New: Clothing Construction I (3)	Reflects sequencing of courses.	4/1/93	4/15/93	
	Home Economics	Course Change (T, D)	HOCT 152, New: Aesthetics of Dress (3)	Reflects changed focus and changed to one hour lecture, 4 hours laboratory.	4/1/93	4/15/93	
	Home Economics	Course Change (T, D)	HOHI 166, New: Applied Creativity (3)	More accurately reflects course content.	4/1/93	4/15/93	
	Home Economics	Course Addition	HOCT 181, Fashion Show Production (1)	Students will acquire the needed practice in presenting shows for clients.	4/1/93	4/15/93	
	Home Economics	Course Change (T, D)	HOCT 250, New: Clothing Construction II (3)	More accurately reflects course content.	4/1/93	4/15/93	
	Home Economics	Course Change (D)	HOCT 351, Sociocultural Aspects of Apparel (3)	More emphasis on cross-cultural aspects of apparel.	4/1/93	4/15/93	
	Home Economics	Course Deletion	HOCT 352, Consumer Behavior in Clothing & Textiles (3)	Material will be covered in other courses.	4/1/93	4/15/93	

* Course Change Key -- P = Prefix; N = Number; T = Title; C = Credits; D = Description

Curriculum Summary Log

Date Received	Department/Program	Proposal Type*	Program/Course	Brief Description of Proposal	Notification Date	Proposed Approval Date	Forwarded to Catalog
	Home Economics	Course Addition	HOCT 353, Apparel Evaluation (3)	Replacing HOCT 357 (being dropped).	4/1/93	4/15/93	
	Home Economics	Course Change (T, D)	HOCT 355, New: Consumer Textiles (4)	More accurately reflects course content.	4/1/93	4/15/93	
	Home Economics	Course Deletion	HOCT 357, Fashion Design Technique (3)	Material will be covered in other courses.	4/1/93	4/15/93	
	Home Economics	Course Deletion	HOCT 358, Fashion Apparel Industry (3)	Material will be covered in other courses.	4/1/93	4/15/93	
	Home Economics	Course Addition	HOCT 389, Fashion Trend Analysis (3)	Student will learn techniques that will lessen risk.	4/1/93	4/15/93	
	Home Economics	Course Deletion	HOCT 455, New Developments in Textiles (3)	Material will be covered in other courses.	4/1/93	4/15/93	
	Home Economics	Course Change (C, D)	HOCT 459, Pattern Engineering (New: 5)	This course will absorb material in HOCT 357 (deleted).	4/1/93	4/15/93	
	Home Economics	Course Change (D)	HOEC 595, Graduate Research (1-10)	Added: "Grade will be S or U."	4/1/93	4/15/93	
	Communication	Program Change	Mass Communication Minor	To effect efficient use of resources; focus courses to meet current demands of discipline.	4/1/93	4/15/93	
	Communication	Program Change	Mass Communication: Print Journalism	To strengthen curriculum; increase emphasis on writing and modern editing techniques.	4/1/93	4/15/93	
	Communication	Program Change	Public Relations Major	To strengthen skill & understanding of current demand of discipline; more efficient use of resources.	4/1/93	4/15/93	
	Communication	Program Change	Speech Communication Minor	Strengthen program; include choice of courses to enable student to develop communication skills.	4/1/93	4/15/93	
	Communication	Course Deletion	COM 217, Intro to Communication Disorders (3)	No longer required for major currently offered.	4/1/93	4/15/93	
	Communication	Course Deletion	COM 243, Interpretive Reading (4)	Course dropped by Theatre Arts department.	4/1/93	4/15/93	
	Communication	Course Deletion	COM 249, History of American Journalism (4)	Course does not fit current discipline requirements.	4/1/93	4/15/93	
	Communication	Course Deletion	COM 299, Seminar	Level of seminar is no longer needed in major sequence.	4/1/93	4/15/93	
	Communication	Course Deletion	COM 357, Scriptwriting (2)	No longer needed in video major sequence.	4/1/93	4/15/93	
	Communication	Course Deletion	COM 366, High School Publications (3)	Specialization not required by demands of discipline.	4/1/93	4/15/93	
	Communication	Course Deletion	COM 367, Film Production (3)	Course no longer need in video major sequence.	4/1/93	4/15/93	
	Communication	Course Change (D)	COM 430, Listening (4)	Added: "This is a writing intensive course."	4/1/93	4/15/93	
	Communication	Course Addition	COM 499.2, Portfolio Development (1)	Provides students opportunity to develop a portfolio.	4/1/93	4/15/93	
	Computer Science	Program Changes (2)	Information Systems Option	Replacing OMIS 387 with Math 163.2; replacing ACCT 301 & 302 with ACCT 252 & 253.	4/1/93	4/15/93	
	Computer Science	Course Change (D)	CPSC 361, Principles of Language Design I (4)	Changing from 3 Lecturer/2 Lab to 4 Lecture.	4/1/93	4/15/93	

* Course Change Key -- P = Prefix; N = Number; T = Title; C = Credits; D = Description

Curriculum Summary Log

Date Received	Department/Program	Proposal Type*	Program/Course	Brief Description of Proposal	Notification Date	Proposed Approval Date	Forwarded to Catalog
	Education	Program Change	Special Education Major	Language change: "handicapping conditions" to "disabilities."	4/1/93	4/15/93	
	English	Program Change	Bilingual/English Major: High School	Deleting FNLA 401.	4/1/93	4/15/93	
	English	Program Change	Bilingual/Language Arts Major: Middle School	Deleting FNLA 401.	4/1/93	4/15/93	
	English	Course Addition	ENG 344, Studies in Film (4)	Converting from a special topics course (398).	4/1/93	4/15/93	
	English	Program Change	Master of Arts, English (TESL/TEFL)	Converting all 5 practicum credits to TESL/TEFL.	4/1/93	4/15/93	
	English	Course Change (C, D)	ENG 592, Practicum (New: 1-5)	Provides more options for type of experience.	4/1/93	4/15/93	
	Geology	Course Addition	GEOL 415, Earthquake Geology and Neotectonics (5)	Course will reflect new advances in earth sciences and address scientific and societal issues.	4/1/93	4/15/93	

* Course Change Key -- P = Prefix; N = Number; T = Title; C = Credits; D = Description